



SOUTHERN REGION PENNSYLVANIA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Spring 2012 Issue

A Note from the President of Southern Region

Greetings! Welcome to another year of professional affiliation through Southern Region PASCD. I am honored to be serving as president for the next two years in this outstanding and significant organization. As Dr. Dixie Winters rotates off the position of president this year, I would like to thank her for her outstanding dedication and service. Dr. Winters continues to be an active member of the SRPASCD Executive Board and I am grateful to be able to continue the excellent work done by her and members of the board. In addition, I would like to recognize Ryan Caufman, our treasurer, who has been called up for active duty. He has left the treasury position in the capable hands of Glenn Caufman, his father and former treasurer. We wish Ryan and his family the best throughout the upcoming year and look forward to his return in February of 2013. It is gratifying as President to enter my first year feeling the strength and commitment among members to the growth and development of this extraordinary organization.

Our goals for the year include expansion through member recruitment in order to increase our voice across the region, and more learning opportunities, such as the October breakfast sessions we've held for educators. There are a number of new initiatives that our committees will be working on this year and we encourage all members to get involved.

In closing, remember that as a member you have unique networking opportunities to further professional growth and leadership, and opportunities to influence regulations and legislation impacting our schools.

Best,

Cheryl Giles-Rudawski

Inside this issue:

95/5 Dilemma 2

ASCD Conference 3

*Beyond
Curriculum
Maps* 4

*Common Core
Timeline* 5

Executive Board 6

The 95/5 Dilemma - by Dr. Jay Burkhart

On October 2, 2011, the Patriot News published an article titled "Kids Left Behind." This headline intended to paint a picture of a bleak future for public school students. In this article, The Patriot News informs readers that many schools in the mid-state, currently meeting AYP guidelines, will fail to meet the increasing performance levels beginning in 2012. While that may be true due to a failed law that has been publically acknowledged from the President on down, the truth is that the future has never looked better for students who are enrolled in public schools. This brings us to the 95/5 dilemma. Specifically, the 95/5 dilemma describes how 95% of public schools are meeting the mark in Pennsylvania and across the US, yet the media chooses to focus on the 5% who are struggling, and in some cases, failing.

There are many data points available for review that support this 95/5 Dilemma.

The first data point supporting the 95/5 dilemma is the dropout rate for students. In 1972, approximately 15% of students

from all backgrounds were dropping out of high school. As of 2008, the most recent data point to be reviewed on a national level, states the dropout rate is approximately 8%, almost cutting the dropout rate in half. While this number is still high, public schools are making progress in helping all students in school. I encourage all districts to review the trend in your district over the last five years. I would expect all to find the number of dropouts are decreasing, a statistic that should be shared with your community.

The second data point to look at is the progress school districts have made on the National Assessment of Educational Progress (NAEP), otherwise known as the national PSSA in Pennsylvania. In 1972, 9-year-old students scored on average 219 on the NAEP mathematics assessment. If you follow the progress of the same age group to 2008, the average score for 9-year-old students reaches 243. When reviewing the 13-year-old students over the same time

frame, scores rise from 266 in 1972 to 281 in 2008. Looking at Mathematic NAEP scores in Pennsylvania, only four states have statistically significant higher scores than our fourth-grade students. Only seven states have statistically significant higher scores than our eighth-grade students in mathematics.

The third data point to review includes progress on the NAEP reading assessment. The data examined from the 95/5 dilemma starts with the year 1971. Nine-year-old students scored 208 in 1971. The same age group scored 220 in 2008. Thirteen-year-old students scored 255 in 1971 and progressed to 260 in 2008. Only six states have significantly higher NAEP reading scores than fourth-grade students in Pennsylvania, and no state has significantly higher NAEP reading scores than Pennsylvania in eighth grade.

The final data points

The 95/5 Dilemma - by Dr. Jay Burkhart

reviewed include: PSSA data for the state of Pennsylvania from 2002-2008. When examining the performance of fifth, eighth, and eleventh-grade students over the identified span, we see the following trends. In mathematics there is a 45% increase in the percentage of students performing at the proficient or advanced level and eleventh-grade students had a 20% increase. Reading results demonstrate similar and impressive advancements. Fifth-grade students had a 13% increase in the percentage of students performing at the proficient

or advanced level. Eighth-grade students demonstrated a 45% increase in students performing at the advanced or proficient level. Eleventh-grade students had a 31% increase over the same time period.

As the data suggests, student achievement has never been higher in Pennsylvania! Public education continues to improve, yet there is always more to strive for. Preparing students for success during and after their public school

experience is a non-negotiable. There is no greater priority for us. Therefore, we must be sure to inform all stakeholders, including government officials that 95% of our schools are achieving. All public schools are committed to improving!

Information for this article is from the 95/5 Dilemma by Dr. Daniel Domenech, Executive Director of AASA and James Buckheit, Executive Director of PASA.

ASCD Annual Conference in Philadelphia - A Collective Call to Action

The ASCD international conference will be held this year in Philadelphia from March 23 - 26, 2012. Since this year's conference is so close, it provides a unique opportunity to attend a nationally recognized conference and be exposed to a variety of professional development opportunities. The current president of ASCD is our own Southern Region PASCD member, Dr. Paul M. Healey who recently retired as Superintendent from Bermudian Springs SD and is now at Penn State Harrisburg. Come join Paul and other fellow Pennsylvanians at this year's ASCD Conference - A Collective Call to

Action. Registration information available at ascd.org.

Some of the presenters at this year's conference are:

- Heidi Hayes Jacobs
- Charlotte Danielson
- Robyn Jackson
- Doug Fisher
- Douglas Reeves



Beyond Curriculum Maps: The Power of Language in the CCSS - by Dr. Michelle Saylor

The transition from our current PA standards to the Common Core State Standards (CCSS) is quickly approaching, and like other districts, over the last year, mine has invested significant time and manpower in reviewing our curriculum and aligning it to the Common Core. Teams of teachers have revisited our current maps, and through both vertical and horizontal conversations have created cross walks and delineated the corresponding content. They've dug deep into the data, identified potential curricular gaps, defined learning targets, re-aligned courses, and initiated the critical process of ensuring our resources support our new curriculum.

Yet despite our efforts to be proactive in the face of change, the most challenging aspect of this work is yet to come. Until we delve deeply into the instructional elements of the Common Core we will not be able to ensure academic success for our students.

The CCSS sets higher expectations and provides guidelines for deeper understanding, but the power of the standards is not in the structural framework, the maps,

but rather in the language that defines these new standards.

Our current Pennsylvania State Standards include language that asks our students to “identify”, “represent”, and “explain”. In contrast, the CCSS emphasizes “determine”, “create”, and “extend understanding”. This shift in the language of the standards forces teaching and learning to move to a higher level of thinking. The change adds levels of complexity and assumes students will be able to synthesize information and clearly articulate their thinking. No longer will a superficial understanding of content be sufficient for proficiency.

Our professional development with our faculty and staff needs to move beyond mapping to a concentrated focus on conversations around how this language transfers to teaching and learning. We need to not only unpack the standards, but also the meaning behind the words. What does the language of the CCSS assume our students need to be able to do and understand and are we sure

our teachers have the skills and understanding necessary to help them accomplish this? What does it mean to “create”? What does it mean, instructionally, for our students to extend their understanding, to prove a concept, or to clarify meaning? With a higher thinking demand, what will differentiation look like in our classrooms; how will we meet developmental needs? How does this language transfer to student learning? What does it mean in relationship to our classroom assessments?

These are the questions our work needs to revolve around; these are the questions, that if answered will empower our students. This is the power of our new Common Core Standards. Resources for understanding the CCCSS: <http://www.pdesas.org/Standard/CommonCore> <http://>

www.corestandards.org/resources

A Timeline for Common Core Transition

Keystone Exams will be administered at the end of both fall and spring semesters. COMMON CORE TRANSITION TIMELINE	
DATE	ACTIVITY
February 24, 2012	Common Core: Revision of Assessment Anchor/Eligible Content in Math, Reading, and Writing in grades 3, 4, 5, 6, 7, 8, 11 to align to Common Core Standards
February 24, 2012	Common Core: Development of PA Common Core Standards in English Language Arts and Math
March 2012	Common Core: Develop PA Common Core train the trainer modules and schedule training sessions across the state
March 2012	Common Core: Revise Curriculum Framework and align to PA Common Core Standards; begin alignment of SAS resources to PA Common Core Standards
2012 - 2013	Assessment: PSSA and PSSA-M Reading and Math (aligned to PA Academic Standards) at Grades 3, 4, 5, 6, 7, 8
	Assessment: Field Test: PSSA English Language Arts (aligned to PA Common Core Standards) at Grades 3, 4, 5
	Assessment: PSSA Writing (aligned to PA Academic Standards) at Grades 5, 8
	Assessment: PSSA and PSSA-M Science (aligned to PA Academic Standards) at Grades 4, 8
	Assessment: Keystone Exams – Algebra I, Biology, Literature
2013 - 2014	Assessment: PSSA English Language Arts and Math (aligned to PA Common Core Standards) Implementation at Grades 3, 4, 5
	Assessment: Field Test: PSSA English Language Arts (aligned to PA Common Core Standards) at Grades 6, 7, 8
	Assessment: PSSA and PSSA-M Reading and Math (aligned to PA Academic Standards) at Grades 6, 7, 8
	Assessment: PSSA Writing (aligned to PA Academic Standards) at Grades 8
	Assessment: PSSA and PSSA-M Science (aligned to PA Academic Standards) at Grades 4, 8
	Assessment: Keystone Exams – Algebra I, Biology, Literature
2014 - 2015	Assessment: PSSA English Language Arts and Math (aligned to PA Common Core Standards) at Grades 3, 4, 5, 6, 7, 8 (Implementation at Grades 6, 7, 8)
	Assessment: PSSA and PSSA-M Science (aligned to PA Academic Standards) at Grades 4, 8
	Assessment: Keystone Exams – Algebra I, Biology, Literature

Note: This is a draft timeline, and all information is subject to change

SRPASCD Executive Board 2011-2012

<p>Ms. Cheryl Giles-Rudawski President Principal (CASA)/Curriculum Specialist Capital Area Intermediate Unit</p>	<p>Dr. A. Christie Butterfield Recognition & Nominations Director of Career Educ. & Academic Services Dover Area School District</p>	<p>Mr. Ryan Cauffman Treasurer Principal, Central York HS Central York School District</p>
<p>Dr. Scott Deisley Secretary Superintendent Red Lion Area School District</p>	<p>Dr. Jay H. Burkhardt President-Elect Influence Assistant Superintendent East Pennsboro Area School District</p>	<p>Dr. Dixie Winters Past President Higher-Education Penn State York</p>
<p>Dr. Jim Bohan Newsletter Education Consultant Intelligent Education, LLC.</p>	<p>Ms. Sue Voigt Professional Development Curriculum Specialist Capital Area Intermediate Unit</p>	<p>Mr. Glenn H. Cermak Membership Chair Newsletter Webmaster Social Studies Department Chair Technology Integration Facilitator Central Dauphin School District</p>
<p>Dr. Michelle Saylor Strategic Plan Director of Curriculum, Instruction, and Staff Development Wilson School District</p>	<p>Mr. Christian Ehrhart Teacher Advisor Spring Grove School District</p>	
		